



Request for Proposal

Collaborative Center for Literacy Development

New Adult Literacy Initiative

Issued by: Collaborative Center for Literacy Development at the University of Kentucky College of Education

Point of Contact: Dawn Hanzel, Director of Adult Literacy
Collaborative Center of Literacy Development
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Submit Applications & Letter of Interest to: Layne Kilgore, Adult Literacy Administrative Assistant
Collaborative Center for Literacy Development
University of Kentucky
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Lexington, KY 40506
Lekilg2@email.uky.edu
Fax: 859-323-2824

Deadline: Signed **Letters of Intent** must be received no later than **4:00 PM February 14th, 2007**
Signed **Applications** must be received no later than **4:00 PM, March 5th, 2007**

Special Instructions: **Please provide 1 electronic copy, 1 hard copy and 5 blind copies to Layne Kilgore (contact info above) include:**

- Response to RFP with signed cover letter
- Vita of project director
- Job descriptions and resumes (if available) of key personnel
- Budget summary/narrative/Program Narrative
- Agreement with business or agency that will house the pilot site

The Collaborative Center for Literacy Development (CCLD)

The Collaborative Center for Literacy Development (CCLD) has been legislated to distribute the funding for the New Adult Literacy Initiative (official name TBA) and to provide oversight and direction for the project.

In 1998, the Kentucky General Assembly unanimously passed Senate Bill 186, which established the Collaborative Center for Literacy Development: Early Childhood through Adulthood. The CCLD is administered through the Council on Postsecondary Education and housed at the University of Kentucky. The CCLD is a collaboration among the eight state universities and the National Center for Family Literacy. Senate Bill 1, enacted in 2000, directed the CCLD to provide professional development for adult education instructors. In the same year, House Bill 502 provided additional funding for the Reading Recovery Teacher Leader Training Program at the University of Kentucky.

The CCLD is required to:

- Conduct professional development and coaching for educators: early childhood through adulthood
- Identify KRP Demonstration Sites
- Assist districts located in areas with low reading skills
- Develop a CCLD clearinghouse for research
- Collaborate with public and private postsecondary institutions
- Create a comprehensive research agenda.

The mission of the Collaborative Center for Literacy Development is to promote literacy and address the diverse needs of all learners through research and professional development. Literacy is defined as "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society."

—*Workforce Investment Act of 1998*

CCLD is housed in and operated by the College of Education at the University of Kentucky.

Purpose

The purpose of the New Adult Literacy Initiative is to design, develop and implement a technology-based, outbound, instructional model which will address the literacy needs of adults who score in the below basic and basic levels of literacy achievement as defined by the National Assessment of Adult Literacy (NAAL) report. The target audience is defined by CCLD as those 16 years or older, not enrolled in school, which score at a grade equivalent of 4.0 or below in reading. The scope of this project is not designed to meet the needs of non-native speaking adults or English as a Second Language (ESL) learner. An outbound model is defined as a non-traditional site that offers the learner access to technology and privacy. Traditional sites include K-12 schools, technical and community colleges, universities, and local and state government institutions or

buildings. The pilot program sites are expected to be both replicable and scalable for future statewide implementation.

Background

In 2003, the National Center for Education Statistics published the National Assessment for Adult Literacy and the Kentucky State Assessment for Adult Literacy. The state assessment showed that 11% of Kentuckians scored at the Below Basic Level, which is defined as not being able to demonstrate the most concrete and simple literacy skills. According to the Department of Labor statistics, individuals with low rates of literacy have significant barriers to opportunities and resources needed to function at a higher level in society.

In the spring of 2006, Kentucky legislators determined that Kentucky was not meeting the needs of the below basic literacy level learners. They added funding to CCLD's charter to implement a pilot program targeting low literacy level learners using technology. In July of 2006, experts from the field in adult literacy in Kentucky were brought together to form a think tank to establish a clear vision for this project and develop a timeline and plan to implement the pilot projects. They were charged with the following:

1. Develop a common language with regard to literacy, what is to be achieved and how success will be measured
2. Agree on areas that will not be part of the solution
3. Agree on methodologies, strategies and techniques that will be part of the solution.
4. Recommend pilot site models
5. Determine how expert advice and partnerships will be sort and established.
6. Recommend technology tools to be used in the pilot sites

The think tank membership consisted of representatives from the following agencies: CCLD, UK, EKU, MSU, WKU, NKU, adult education centers directors, KYAE, NCFL, KCTCS, and KET.

Funding

As part of the New Adult Literacy Initiative, four pilot sites will be selected and will begin to implement their programs from May 1st 2007. CCLD anticipates awarding each site a total of \$115,000 over a 12-month period. Funding allocations will be awarded in two phases:

Phase One - \$50,000 is anticipated to be awarded by May 1st 2007 for start-up implementation.

Phase Two – An additional \$65,000 will be awarded in July 2007.

Actual instruction should begin by June 15th, 2007 and continue until April 30th, 2008. Funding awarded in May of 2007 may be carried over to the next fiscal year.

Eligibility

The 4 pilot sites will be comprised of two instructional models. Each model will have a rural and an urban site. Eligible applicants must be a Kentucky local or state educational institution, a state institution of higher education or a local or Kentucky state government agency or institution as defined by Section 45A.690 of the Model Procurement Code. Private business or non-profit agencies who wish to participate in the pilot project must partner and receive funding from either a state or local government or educational agency.

Anticipated Project Timeline

Release of RFP Application Due	February 7 th , 2007
Deadline for Letter of Intent	February 14 th , 2007, 4:00 PM
Technical Assistance for Applicants	February 15 th , 19 th , and 20 th 2007
RFP Application Deadline	March 5 th , 2007; 4:00 PM
Anticipated Notification of Awards	March 19 th , 2007
Technical Assistance for Pilot Sites	April 2 nd -6 th
Anticipated Award of Funds	By May 1 st , 2007
Site implementation deadline	May 1 st or upon receipt of funds
Anticipated site visits	May 1 st -25 th , 2007
Site instruction implementation deadline	June 15 th , 2007
On going reports	TBA
Close of project	April 30 th , 2008

Targeted Audience

The targeted audience will be any adult learner 16 years of age or older, not enrolled in school, who tests at a GE of 4.0 or lower. This does not include English as Second Language learners (ESL). All clients who apply to the center and are assessed as an ESL learner or at a GE of 5.0 or higher should be referred to the local county adult basic education (ABE) center.

Pilot Program Content and Activities

(1) Pilot Program Instructional Models

Two (2) instructional models will be piloted. Respondents to this RFP must choose one (1) of the two instructional models described below.

Model “A” will feature a computer-based technology software tool using a facilitator/coach. The facilitator/coach in Model “A” may or may not be educated in adult literacy. Instruction in Model “A” must rely primarily on the software tool.

Model “B” will feature a computer-based technology software tool using an instructor and possible supplemental materials. The instructor in Model “B” will be educated in adult literacy.

Each model will be piloted in a rural and urban site. Each respondent must choose a model to pilot and identify whether or not they fall into the urban or rural category. According to the U.S. Census Bureau, an urban area is defined as one that holds a population of 50,000 or more; therefore, a rural area would be defined as a population with less than 50,000.

Each chosen pilot program site will be implementing one of the following technology products. Each respondent will need to identify their first and second choice. Once the program pilot sites are chosen, CCLD will randomly select which sites will use which tool (s).

Technology/Facilitator Model	Technology/Instructor-led Model
<ul style="list-style-type: none"> • <i>My Reading Coach</i> by Mindplay OR • <i>Open Book</i> by C-Tech Low Vision 	<ul style="list-style-type: none"> • <i>My Reading Coach</i> by Mindplay OR • <i>Open Book</i> by C-Tech Low Vision OR • <i>Read On</i> by Steck Vaughn
<p>Information on these products for review can be obtained by contacting the following:</p> <p><i>My Reading Coach</i> by Mindplay Les Barnett 877-778-0044 les@lesbarnett.net http://www.mindplay.com/</p> <p><i>Open Book</i> by C Tech: Low Vision Tim Renfro 502-254-3304 Trenfro2@bellsouth.net http://www.lowvisionproducts.com/openbook.htm</p> <p><i>Read On</i> by Steck Vaughn Dwain Van Vactor dwain.vanvactor@harcourt.com 800-782-2512 mailbox number 3336033 http://steckvaughn.harcourtachieve.com/en-US/readon_home.htm</p>	

Those who choose to implement the instructor-led model may choose supplemental materials on their own to support the instructional practices designed to meet the needs of the learners.

The following criteria were used when selecting appropriate technology software for both instructional models:

- Development of adult literacy, particularly the five components of reading and the development of writing skills
- Assessment components

- c. Strategies for adult motivation and persistence
- d. User friendliness
- e. Computer technology hardware applicability
- f. Fit within the two models

Each respondent will need to describe how they will implement these tools in their pilot program.

(2) Assessment

Each learner must receive a pre-test and testing at designated intervals using the TABE and the ARCS Reading Inventory. Each learner must receive initial placement and on-going testing according to the technology software requirements.

(3) Curriculum

Delivery focus must be on reading and writing achievement and growth. Instructional content, strategies, and tactics must be research-based and develop writing skills and the five components of reading: phonological awareness, decoding, vocabulary, fluency, and comprehension using the technology tools. Learner motivation and persistence must be taken into consideration.

(4) Site Selection

Each pilot program site will be required to offer instruction in an outbound model site. An outbound model is defined as a non-traditional site that offers the learner access to technology and privacy. Traditional sites include K-12 schools, technical and community colleges, universities, and local and state government institutions or buildings. Preference will be given to the respondents that have a non-traditional site.

(5) Marketing, Recruitment and Retention

Each pilot program site will be required to develop and implement a strategy for marketing to low level learners, recruiting them into the centers, and retaining them throughout their advancement.

(6) Community Partnerships and Collaboration

Each pilot program site will need to develop a plan to develop partnerships with community agencies for referral purposed and to assist adult learners in overcoming obstacles to learning and attending programs. Respondents should identify the purposes that community partnerships can contribute to the project.

(7) Evaluation

This pilot initiative will be researched and evaluated by the University of Kentucky. Each program pilot site will be required to collect and provide data as required and as needed by the University of Kentucky evaluators and CCLD.

Indemnification

The Contractor shall indemnify, hold and save harmless the University, its affiliates and subsidiaries and their officers, agents and employees from losses, claims, suits, actions, expenses, damages, costs (including attorney fees of attorneys of the University's choice and court costs) expenses, all liability of any nature or kind arising out of or relating to the Contractor's response to this Request for Proposal or its performance or failure to perform under the contract awarded from this RFP. This clause shall survive termination for as long as necessary to protect the University.

Assignment

The Contractor(s) shall not assign the contract in whole or in part without the prior written consent of the University. Any attempted assignment shall be void.

Permits, Licenses, Taxes and Commonwealth Registration

The Contractor shall procure all necessary permits and licenses and abide by all applicable laws, regulations and ordinances of all federal, state, and local governments in which work under this contract is performed.

The Contractor must furnish certification of authority to conduct business in the Commonwealth of Kentucky as a condition of contract award. Such registration is obtained from the Secretary of State, who will also provide the certification thereof. However, the Contractor need not be registered as a prerequisite for responding to the RFP.

The Contractor shall pay any sales, use, personal property and other taxes arising out of this contract and the transaction contemplated hereby. Any other taxes levied upon this contract, the transaction, or the equipment or services delivered pursuant hereto shall be the responsibility of the Contractor.

The Contractor will be required to accept liability for payment of all payroll taxes or deductions required by local and federal law, including, but not limited to old age pension, social security or annuities.

Program and Client Records

Each program pilot site must collect and maintain records as required by CCLD and the University of Kentucky research team. They must provide CCLD and the University of Kentucky researchers access to all program and adult learner records as needed. All records must be kept confidential.

Allowable Expenses

- ❖ Any teacher or student materials, resources or tools needed for literacy instruction
- ❖ Any technology or equipment needed to develop or deliver instruction
- ❖ Site and equipment rental and maintenance
- ❖ Instructor salary and benefits

- ❖ Marketing, recruitment, collaboration or retention expenses

Grants funds cannot be used to purchase facilities or support new construction.

Contract Award

Upon award, the CCLD will enter into a memorandum of agreement with fiscal agents. No activities can be charged to the grant until this process is completed. Fiscal agents will be awarded grant money in two lump sums. The first allocation will be by May 15th, 2007. The second allocation will be by August 15th, 2007. The first allocation of funds may be carried over into the next fiscal year.

Deadlines

Signed **Letters of Intent** must be received no later than **4:00 PM February 14th, 2007**

Signed **Applications** must be received no later than **4:00 PM, March 5th, 2007**

Application Components

- ❖ Cover sheet with original signatures
- ❖ Signed Assurances
- ❖ Project Summary
- ❖ Project Narrative
- ❖ 10 month Budget Summary from receipt of funds through April 30th, 2008 and
- ❖ Budget Narrative
- ❖ Attachments
 - Curriculum Vitae of Project Director
 - Co-applicant agreements if necessary
 - Job description of key personnel
 - Evidence of a local or state government or educational institution
 - Agreement with site owner for space acquired. Provide process and evidence of acquiring the site
 - Program Narrative in WORD

Evaluation of Application

External reviewers will evaluate applications requesting funding based on the extent to which the application addresses the evaluation criteria as specified in the RFP. (See below)

Pilot Program Site Criteria		Maximum Points
Preference will be given to the applicants who can demonstrate the following:		
Part 1: Need		10
Establishes a compelling need for programs and services in your community based on multiple sources of data. <ul style="list-style-type: none"> <input type="checkbox"/> Describes the participants to be served by the project. <input type="checkbox"/> Clearly connects proposed programs and services to the identified needs. <input type="checkbox"/> Establishes a clear link between identified needs and expected outcomes. 		
Part 2:	Quality of Program Plan Please describe how you may use the technology tools identified in the “Pilot Program Instructional Models” section to fulfill the following requirements:	40
<ul style="list-style-type: none"> <input type="checkbox"/> Describes administrative structure with adequate support and oversight <input type="checkbox"/> Clearly identifies and describes the instructional model for implementation and related instructional components. <input type="checkbox"/> Sets clearly developed goals, measurable objectives, and outcomes for student improvements in reading and writing development. <input type="checkbox"/> If choosing Model B, describes how supplemental materials will be used to enhance instruction <input type="checkbox"/> Provides definite timelines for implementing these programs and services. <input type="checkbox"/> Describes how students will be motivated to persist in the program. <input type="checkbox"/> Describes how assessment and placement activities will be implemented so that they will not be a barrier to student retention and achievement. <input type="checkbox"/> Describes nature of the site and facilities and how they fit with the outbound model. <input type="checkbox"/> Describes how site will provide equitable access to all learners. <input type="checkbox"/> Describes the safety and accessibility of program site. <input type="checkbox"/> Describes job description and qualifications of hired staff <input type="checkbox"/> Describes how staff will be recruited, trained, compensated, and supported. <input type="checkbox"/> Describes hours of operation and service. 		
Part 3: Marketing, Recruitment and Retention		20

<input type="checkbox"/> Describes the process for disseminating information about the program to the community in a manner that is understandable and accessible. <input type="checkbox"/> Describes innovative or research-based strategies for recruiting the targeted audience into the program. <input type="checkbox"/> Describes innovative or research-based strategies for retaining students once enrolled in the program. <input type="checkbox"/> Describes your strategy for recruiting and retaining students specifically during the months of June, July and August when enrollment in adult education centers is typically down.	
Part 4: Collaboration and Partnerships	15
<input type="checkbox"/> Demonstrates coordination with existing federal, state, and local programs. <input type="checkbox"/> Demonstrates that a diversity of perspectives is represented in the development and implementation of the program. <input type="checkbox"/> Demonstrates ongoing support and collaboration between the applicant and its identified partners (i.e., local school district and community/faith-based or other public or private organizations) in implementing the program. <input type="checkbox"/> Demonstrates how partners will be involved in the project. <input type="checkbox"/> Describes how referral system will be established and implemented.	
Part 5: Budget	10
<input type="checkbox"/> Demonstrates a clear connection between project activities and expenses. <input type="checkbox"/> Allocates sufficient fiscal resources to support implementation of the plan. <input type="checkbox"/> Reasonably reflects the cost of the proposed activities in relation to the number of students served. <input type="checkbox"/> Reasonably estimates the amount of other funds needed to support activities related to the program. <input type="checkbox"/> Includes a detailed budget narrative that itemizes the specific uses of grant funds.	
Part 6: Evaluation	5
<input type="checkbox"/> Describes how student records will be collected and maintained. <input type="checkbox"/> Identifies a lead person to collect data that supports evaluation of student progress and program implementation.	
Total Points Possible =	100

Schedule of RFP Activities

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On going reports	TBA
Close of project	April 30 th , 2008

Technical Assistance

There will be three conference calls. If you submit an intent to apply, please sign up for one of the following conference call sessions:

Date: February 15th

Time: 10 AM EST-12 AM EST

Date: February 19th

Time: 10 AM EST-12 PM EST

Date: February 20th

Time: 10 AM EST-12 PM EST

To enter the conference call, dial number: 1-877-394-0659

Dates: April 2nd-6th

Times: TBA

Technical Assistance for Intent to Apply Respondents

This session will provide technical assistance on local or state government or educational institutions that intend to apply for the NALI grant. Applications, instructions, and scoring rubrics may be downloaded from the CCLD website at www.kentuckyliteracy.org.

Items to be addressed:

- ❖ Technology, if any, that will be provided above grant funding
- ❖ Clarification on acceptable sites
- ❖ Clarification on technology products and tools
- ❖ MOA considerations
- ❖ Data collection and reporting requirements
- ❖ Questions from applicants

Technical Assistance for Pilot Programs

Clarify requirements and answer questions regarding the MOA for chosen program pilot sites



**Collaborative Center for Literacy Development
New Adult Literacy Initiative
Pilot Program Site
RFP Application**



Complete in PDF

Please check model applying to implement:	Please check location of site:
<input type="checkbox"/> Model "A"---Technology/Facilitator	<input type="checkbox"/> Rural
<input type="checkbox"/> Model "B"--- Technology/Instructor-led	<input type="checkbox"/> Urban

Fiscal Agent	Co-Applicant
Mailing Address (street, city zip code)	Mailing Address (street, city zip code)
Superintendent/Chief Executive Officer	Superintendent/Chief Executive Officer
Signature: _____	Signature: _____
Typed Name: _____	Typed Name: _____
Project Director Contact (name) _____	
Agency _____	Telephone No. _____
Fax No. _____	Email _____

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations.

I/We further confirm: (1) the information in this application is correct and complete; (2) assurances to the University of Kentucky will be executed as applicable; and the CCLD New Adult Literacy Initiative Program Pilot Sites will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

Signature of Superintendent/Chief Executive Officer

Date

Signature of Superintendent/Chief Executive Officer

Date

Assurances

I hereby submit that these assurances and the programs they represent were presented to and approved by the

_____	on	_____
Superintendent Signature		Date

1. The _____ assures it afforded reasonable opportunity for public

Applicant

comment on the application before the program application was submitted and has considered such comments.

2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs activities to be conducted with such assistance addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. See General Education Provision Act (GEPA) Section 427, page 6.

The applicant further assures it will:

3. Administer the New Adult Literacy Initiative pilot project in accordance with all applicable statutes, regulations, program plans and applications.
4. Adopt and use proper methods of administering new adult literacy initiative, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
5. Cooperate in carrying out any evaluation of The New Adult Literacy Initiative pilot project as conducted by the University of Kentucky
6. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with University accounting practices.
7. Make reports to the Collaborative Center of Literacy Development (CCLD) as may be necessary to enable such agency to perform their duties and maintain such records, provide such information and afford access to the records as the CCLD may find necessary to carry out their responsibilities.
8. Comply with the following acts of Congress:
 - a. Single Audit Act of 1984;
 - b. Civil Rights Act of 1964;
 - c. Gun-Free Schools Act of 1994;
 - d. Americans With Disabilities Act 1990;
 - e. Pro-Children's Act of 1994.
14. Comply with the Stevens Amendment.
15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
16. Not utilize any federal funds to lobby Congress or any federal agency.

New Adult Literacy Initiative Pilot Program Summary

Please limit summary to one page
Complete in PDF

Goals:	
Objectives:	

Briefly Describe the Participants Served By Program

Describe Need(s) Program Will Address	Describe How Need(s) Were Determined	List Key Activities Funded By Grant To Address Need(s)	Identify Expected Outcomes for These Key Activities

New Adult Literacy Initiative

Budget Summary

12 month project

10 months instruction of implementation

Complete in PDF

Budget Category	First Allocation May 15 th , 2007 \$50,000 Second Allocation August 15 th , 2007 \$65,000	
	Amount	Amount In-Kind/other (optional)
Personnel		
Fringe Benefits		
*Travel (staff)		
Equipment		
Supplies/Materials		
Contractual		
Indirect Cost		
Transportation (program)		
Other (specify)		
Totals		

Budget Narrative Format

*Please complete a budget narrative for the 10 month project
Complete in PDF*

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person).	
2. Fringe Benefits	\$
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
3. Travel	\$
Estimated travel for program set up, recruitment, community collaborative activities, etc.	
4. Equipment	\$
Itemize items and cost of each	
5. Materials and Supplies	\$
Itemize items and cost of each.	
6. Contractual	\$
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc..	
7. Indirect	\$
Itemize administrative expenses such as phones, postage, advertising, marketing, recruitment etc.)	
8. Transportation (Program) if needed	\$
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.)	
9. Other (Specify and Itemize)	\$
TOTAL =	\$

Pilot Program Narrative

This Page will be a separate attachment that can be downloaded and completed in WORD

Application Format

The application should be organized in the order below and should use the following format:

- Double-spaced
- Letter size (8 1/2 by 11) settings
- Times New Roman 12 point font
- 1 inch side margins and .5 inch top/bottom margins
- 20 page maximum for the narrative
- Number pages consecutively starting with the cover page as page 1.
- The application forms may be completed in PDF.

Complete Cover Sheet and obtain signatures, sign Assurances page, and complete Project Summary Form (page 14).

See “Criteria” pages 9 & 10 to complete sections below:

Part One: Need

Part Two: Quality of Program Pilot Site Plan

Part Three: Marketing, Recruitment, and Retention

Part Four: Community Partnerships and Collaboration

Part Five: Budget

1. Complete the budget summary (page 15).
2. Complete a budget narrative for each of the three project years (page 16).

Part Six: Evaluation

Attachments

- Curriculum Vitae of Project Director
- Co-applicant agreements if necessary
- Job description and resumes (if available) of key personnel
- Evidence of a local or state government or educational institution
- Agreement with site owner for space acquired. Provide process and evidence of acquiring the site (see Co-applicant agreement for an example).

SAMPLE

(Will vary depending on the agreement with agency)

Co-Applicant Agreement

**Open-door Community School
and
Wal-mart**

I hereby enter into an agreement to enable the applicant, Open-door Community, and co-applicant, Wal-mart, to maximize resources to support and jointly coordinate services for children and families participating in the **CCLD New Adult Literacy Initiative**.

The Community Agency for Lifelong Learning thereby agrees and is committed to the following responsibilities to support the **CCLD New Adult Literacy Initiative**.

- Promote awareness of program.
- Recruit and refer students and families.
- Pay salary for part-time instructor.
- Provide one staff 24 days per year to assist with public awareness of program.
- Provide space for instruction.
- Share responsibility for program outcomes and assist with action plan for improvement.
- Review and comment on local evaluation for program improvement.

It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the **CCLD New Adult Literacy Initiative**. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities of participants.

Co-Applicant Signature

Date

Applicant Signature

Date

